DOCUMENT RESUME

ED 100 457 JC 750 086

TITLE	Trustee Communicator.
INSTITUTION	Association of Community Coll. Trustees, Washington, D.C.
PUB DATE	[74]
NOTE	34p.
AVAILABLE FROM	Association of Community College Trustees, 955 L'Enfant Plaza, S.W., Suite 1406, Washington, D.C. 20024 ($2.00)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Administrator Selection; Board Administrator Relationship; Board Candidates; Governance; *Governing Boards; *Junior Colleges; *Organizational Communication; Superintendent Role; *Trustees; Womens Education; *Womens Studies

ABSTRACT

Four articles designed to assist the individual community college trustee in meeting his or her institutional committment and to encourage trustee communication are presented. "Women in Higher Education: A Trustee's Viewpoint," by Alberta Perry, describes the specific steps a college should consider to strengthen the effectiveness of its committment to women instructors and students, as well as courses and activities related to women. "Emphasizing the Fundamentals in Hiring a New Community College Chief Executive," by Donald M. Ross, stresses the primary importance in the selection process of the understanding within the board of the role, duties, and responsibilities of the superintendent. "How We Communicate in San Diego," by Lou Ridgeway, outlines the communications system employed in the San Diego Community College District. A flow chart of communications channels and a description of the objectives of the communications program are included. "Perceptions of the Board Chairmanship," by Arthur C. Franzreb, details the characteristics of the successful board chairperson, as well as guidelines for the execution of his or her responsibilities. Franzreb also discusses the education of new and continuing trustees, as general ideas to improve board efficiency. (AH)

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TRUSTEE COMMUNICATOR

Reading maketh a full man, conference a ready man, and writing an exact man.
—Francis Bacon

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Price: $2.CO per copy

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PREFACE

The sharing of trustee ideas and viewpoints nationally is mandated by the very nature of the increasing challenges to boardmanship. In the most practical sense, the key to successfully assisting the individual trustee to meet his or her commitment to an institution and the community college concept is communication.

The "Trustee Communicator" signals an increasing effort by ACCT to relate the thinking of trustees and others for the betterment of many board members throughout the United States and Canada. Obviously, this endeavor depends on a basic willingness to allow ideas to surface via national conventions, regional seminars, editorials and publications such as this one. The four articles in this issue by Alberta H. Perry, Donald M. Ross, Lou Ridgeway, and Arthur C. Frantzreb demonstrate not only the necessary willingness on the author's behalf, but more importantly, the very relevant value of such efforts. ACCT commends these authors for their "commitment to communication" and further invites other dedicated trustees to submit their papers to ACCT on any subject that they desire to communicate.

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WOMEN IN HIGHER EDUCATION: A TRUSTEE'S VIEWPOINT

by
Alberta H. Perry
Vice-Chairman, Board of Trustees
Gloucester County College
Sewell, New Jersey

The concept that women trustees are in a unique position to launch action for the advancement of women in higher education was explored at a week-end conference, the first of its kind, at the Glassboro State College. Women trustees, administrators and college faculty representation directed their attention to establishing these objectives:

1. To bring to the audience the deficit of the status of women as they function at the national, state and local levels in the areas of higher education.
2. To stress the need to look at the unique function of women trustees as college and citizen representatives.
3. To explore an analysis of the problems which women face in higher education, the impact of the law in making changes and the new structures needed.
4. To urge the continuing search of the academic community to define the need of educating women for full partnership in society.

Full discussions afforded those in attendance the opportunity to become informed about:

1. Current federal legislation--Civil Rights Act 1964 and Education Amendments 1972--which mandates that public and private colleges pursue affirmative action programs.
2. Representation of women serving on trustee boards of both two and four year colleges. Although the state law requires two women on four year state colleges boards, there is no such provision for two year colleges and some boards have no woman representation.
3. An analysis of the educational, social and political problems facing women.
4. Leadership roles and how these will affect the relationship with families, students, faculty and men.
5. Women studies as a major curriculum innovation and a response to the needs of society and growth of knowledge.
6. The impact of full equality on employment covering areas of responsibility, salaries, promotions and specific training.

Trustees were charged with the responsibility of returning to their colleges to initiate steps to inform the total board of the implications of the law for affirmative action at the federal and state levels; to relate the true picture of women in higher education in New Jersey, and to stimulate campus interest.

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On our own college campus the following activities occurred:

1. A review of the total conference was presented at a full board meeting.
2. The directors and I met with the college dean and reviewed the conference in preparation for presenting it to the total faculty at a planned coffee hour.
3. A series of mini-symposia dedicated to career opportunities for women were conducted by faculty members for instructors and students and covered career opportunities in science, career opportunities in communications, career opportunities in math, and career opportunities in business.
4. A college day care center was opened sponsored by the Office of Community Services with a two fold purpose: (a) to provide a training laboratory for day care aides, (b) to be a service to college students who must leave their children somewhere while attending classes. Graduates in this program receive an Associate in Science degree as Child Development Assistants.
5. A course offering "Images of Women in Literature" was offered using as a source of information a booklet written by a faculty member.
6. A strong Affirmative Action Policy was adopted by the board.
7. A business education symposium sponsored by the Placement Office covered the topics of
   "The Women in Business" by Lynne Henry, New Jersey Department of Agriculture
   "Hiring Women for Traditionally Non-Feminine Positions" by Bernice Veccillian, Sun Oil Company
8. A week-end nursing course is to be started which will allow enrollees the opportunity of becoming registered nurses in the span of a three year period.

The following are specific steps which a college could consider to strengthen the effectiveness of its commitment to women instructors and students:

1. An Affirmative Action Policy is a requirement in New Jersey. Each college must have presented its affirmative action procedure to the Department of Higher Education by December 15, 1973.
2. A study of the community needs for women is important. Such a study should reveal of education, industry, business, health services, and government in which women are employed. It should also attempt to project employment needs, areas of growth and educational levels of women to attain employment in desired fields.
3. An examination of the college curriculum and its relevancy to women should be made. Facts on existing inequities as to salaries, rank, leaves and promotions should be presented to the board.
4. The support of the participation of board women on major committees, policy and personnel, should be encouraged. In cases where there are no women represented, an urgent need exists to stress their appointment or election.
5. Encourage young women to prepare for administrative roles and investigate discrimination in graduate school admissions.
6. Establish procedures for recruiting women faculty and promotion in the areas of administration, directors and department chairmen.

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7. Urge vocational, educational and personal counseling for the mature woman who is returning to complete her education.

In Frank Newman's "Report on Higher Education" he states

> "Colleges and universities have an unparalleled opportunity to affect the status of women. Their role in the transmission of values and the preparation of men and women for careers makes this opportunity a responsibility that these educational institutions must not ignore if they are to be responsive to the needs of society."

Women trustees can do much to strengthen this role.

Within a period of one year numerous courses and activities were implemented or planned on New Jersey's two and four year college campuses. This information was selected from New Jersey College and University Coalition on Women's Education, Burlington County College, Pemberton, New Jersey, October 10, 1973.

I. Women Studies

- A. Women's Roles: Myths and Realities
- B. Life Style Changes
- C. Women in American Politics
- D. Women Management Training and Development
- E. New Horizons
- F. Women's Image of Women
- G. Personality and Development of Women
- H. Women in Literature
- I. Women and Credit
- J. Women as a Literary Image and Creator
- K. Women in Contemporary Society
- L. Women and Law
- M. Changing Patterns in Cohabitation
- N. The Socio-Sexual Basis of Power
- O. Mind Expanders -- Recruitment of Married Couples
- P. Women: Money! and Management Training
- Q. Travel Agency Seminar
- R. Introduction to Investing

II. Careers and College

- A. A New Way for Women to Begin
- B. Earning College Credit While Exploring Careers
- C. Symposia on Career Opportunities for Women
- D. Mature Women Recruitment Program
- E. Mature Student Studies Program
- F. Continuing Education for Women -- prepare a booklet summarizing programs

III. Conferences

- A. Women Learn from Women

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1. Outstanding speakers
2. Films
3. Discussions

B. Women's Caucus
   1. Receives grievances from women enployees and refers them to those who can handle them.

IV. Recycling Education

A. Women Face the Future
   1. Labor market
   2. Part-time possibilities
   3. Combining student, career and home-maker roles
   4. Ecology and conservation
   5. Health services
   6. Government involvement
   7. Community and non-profit organization training
   8. Private industry

V. Speakers' Bureau

A. Have available faculty and trustee women who will speak to women's organizations on various on-going educational programs.

VI. Sources of Information

A. Develop information designed for women to be given out at orientation.
B. Some colleges hold special orientation for part-time, elderly, club women, etc.
C. Maintain a library center to display current books, publications, news releases.
D. Establish a Women's Center.
E. Provide assistance and support for women students to improve status and progress in the academic community.

VII. Day Care Center

A. Center to serve child care needs of students, faculty, staff and eligible community families.
B. Center to serve as a learning lab for students in Early Childhood Education which can lead to a degree in the field as Child Development Assistant.

VIII. Recruitment

A. Involve Women Faculty
B. Canvass Community Clubs
C. Use News Releases

IX. Programming

A. One college used an innovative interdisciplinary approach with team teaching covering the arts, science, English, history.

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B. Institute a college anticipation program centering around voiced needs of women about college entrance after a lapse in their education sequence.

X. Spanish Speaking and other Minority Women

A. Publishing: "In Touch" - a newsletter directed to encouraging Spanish speaking women to further career training

New Jersey Commission on Women
Department of Community Affairs
P. O. Box 2768
Trenton, New Jersey 08625

B. State conference for Spanish speaking women co-sponsored by the Commission and Women's Bureau, U. S. Department of Labor at Rutgers University, aimed at

Leadership level
job oportunities and training
development of self-confidence
how to look for a job
self-development

XI. What about the Mentally Capable Handicapped Women in Today's World?

A. Physically Handicapped
1. Epileptic
2. Physically crippled

B. Communication Handicapped
1. Hard-of-hearing
2. Speech impaired

XII. Search for Talent

A. Musical -- Dance -- Art -- Designing -- Nutrition
Encourage them to further develop talents to prepare for self-employment or industry.

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References

1. Association of American Colleges
Project on the Status of Education of Women
Dr. Bernice Sandler, Director
1818 R Street, N.W.
Washington, D. C. 20009

2. Department of Health, Education and Welfare
Office of Education
Dr. Marie Y. Martin, Director of Community College Unit
Washington, D. C. 20202

3. New Jersey College and University Coalition on Women's Education
Burlington County College
Pemberton, New Jersey

4. New Jersey Department of Higher Education
Miss Sally Davenport
Office of the Chancellor
Trenton, New Jersey 08625

5. "Women: Yesterday, Today, Tomorrow" Booklet
Mrs. Patricia Reinfeld, Assistant Professor in Communications
Gloucester County College
Sewell, New Jersey 08080

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EMPHASIZING THE FUNDAMENTALS IN HIRING A NEW COMMUNITY COLLEGE CHIEF EXECUTIVE

by
Donald M. Ross
Trustee, Antelope Valley Community College, Lancaster, California, and Vice-Chairman, Community College Division of the California School Boards Association

Introduction

Irrespective of the procedure used in hiring a new chief executive for a community college or community college district, certain fundamentals warrant emphasis by the board of trustees. This paper discusses these fundamentals along with a variety of procedures.

Fundamentals

Most important to the search and selection of a new chief executive, say a community college district superintendent, is an understanding and agreement within the board regarding the role, the duties and responsibilities of the superintendent. Such understanding and agreement underlies an expression of the "kind of a person" you want for superintendent. Actually, a change in the nature of the superintendent's job may be desired. Thus, the superintendent's job as you want it done needs to be thought through, discussed and agreed upon in detail with a written position description being an end result for use in formulating the evaluation criteria ard for use by interested applicants. On the surface, it may seem automatic that trustees agree on the job of their superintendent but this is not necessarily so, especially when the detailed duties and responsibilities are reduced to writing. In practice, every chief executive's job is different, and the difference should be recognized, because of differences between communities, student bodies, faculty and administrative staff--and each employee shapes the job partly to himself or herself.

Attachment I outlines a position description of the type needed for hiring a new chief executive whether the new one comes from within the college or district organization, or whether or not a selection committee is utilized. Of course, if the board intends to fill the upcoming vacancy through progression of a subordinate such as an assistant superintendent into the superintendent's position, the "hammering out" of a detailed position description is unnecessary unless it aids the board in instructing the new superintendent on what to make of the new job.

The evaluation criteria to be used in screening candidates and in selecting the new chief executive should be established well ahead of receiving applications from interested individuals. If this task is left undone until part way through a review of the incoming applications, bias grows and the criteria becomes slanted favoring one or a few candidates. In establishing the eval-

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uation criteria, part of the necessary information and decisions are linked to the contents of the position announcement thus forcing the evaluation criteria and the position announcement to be formulated jointly.

Some form of rating scale, either digits, letters or adjectives is usually incorporated with the evaluation criteria to aid in maintaining consistency of decisions over many hours or a few days of reviewing applications and candidates. Also a rating scale simplifies the "bookkeeping" aspects of the evaluation task. While some folks frown on assigning numbers to personal traits such as "speaking ability" and "self-starter", experience shows that it works quite well. Using 100 points, a representative allocation of the points for selecting a new district superintendent might be:

Education	- 10
Credentials	- 0
Experience	- 30
Traits/capabilities	- 50
Other	- 10

In this case, the possession of credentials above the minimum specified in the position announcement for superintendent is considered to be of no value to the job and is therefore allotted zero points. The items of Education, Experience and Others are allotted points on the basis that possession of more than the required minimums are of value to the job. "Other" would include special achievement awards, outstanding academic honors, exceptional professional growth, exceptional balance of personal strengths and experience, or other exceptional qualifications that might otherwise go unrecognized in the evaluation and rating of applicants. Sub-allocation of the block of points allotted to the above listed major elements is necessary for uniformity of decisions by the screening committee (or substitute). Any sub-division of Traits/Capabilities should be closely related to the position description and should express those traits and capabilities required for success in the job.

Again, the evaluation criteria and rating scale should be finalized and approved by the board of trustees ahead of receiving applications from interested candidates.

The position announcement, whether on inexpensive typewritten page or a colorful brochure-folder should include the fundamental information indicated in Attachment II.

A timetable, even though only tentative, should be set by the board several (5 to 6) months ahead of selecting and announcing the new chief executive, unless emergency conditions exist, since the search and selection machinery takes a lot of time. Under normal conditions, haste should be avoided. A suggested timetable developed for a community college district engaged in hiring a superintendent to replace one that will retire at the end of the school year (June 30) is:

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Timeperiod	Worktask
Sept. 1 to 30	Prepare: Timetable Position description Position announcement circular Evaluation criteria/rating scale Committee instructions
Oct. 1 to 15	Distribute position announcement.
Oct. 15 to Nov. 25	Application waiting period.
Nov. 25 to Dec. 2	Board preliminary review of applications.
Dec. 2	Establish screening committee.
Dec. 3 to 23	Screening committee workperiod
Jan. 3	Committee reports to Board.
Jan. 3 to 31	Board interviews and selects.
Feb. 1	Board announces new superintendent to the College (a meeting).
Feb. 1	Board announces new superintendent to the news media and community leaders (a meeting).

Obviously, the suggested timetable is woven around selected procedures, but the fundamental point is to set a timetable early allowing ample time for a sound search and selection result. The result is one of the most important decisions any board of trustees can make for their community college or their community college district.

Procedures

A variety of procedures have been advocated for use in hiring a new chief executive in a school district or college, with the recommended procedure depending on the author or the locale of the scene. For instance, the booklet, "Selecting a New Superintendent" (November, 1970) prepared by the California School Boards Association and the California Association of School Administrators, focuses on the use of a screening committee and an advisor (consultant) wholly from outside the community. Undoubtedly, conditions exist where this procedure would serve very well. However, in recognition of the variations that exist in terms of communities, local governmental processes, board-faculty relations, board competence, etc., no one-best-procedure can be cited for selecting a new chief executive for a community college. Certainly what is best for the Los Angeles Community College District with its seven large colleges may not fit the conditions existent at the Umpqua Community College District with its single campus in Oregon.

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Basically, the board should be heavily involved in the search and selection of a community college chief executive if only because the board legally is the hiring authority and should know best the qualities needed in a chief executive for its particular college and the interface to be maintained between college and community (including State). Community groups, college groups and outside professionals stand ready to either assist the board or to reduce board involvement down to a "rubber stamp effort". Under the current climate of accountability being exhibited by taxpayers and communities, it is advisable for boards to absorb the work and responsibility of searching for and selecting a new chief executive, commensurate with the background of the trustees, the boards ability to work effectively (and to a timetable) and the local atmosphere of harmony or dischord. In extreme situations, a board may be justified in handing the task to outsiders and limiting its role to that of "approval authority".

When a board decides to become heavily involved and the work of screening and selecting is done by a screening committee made up largely from the college and the community, the committee must understand that it is advisory only with its results--and the board needs to act accordingly throughout the search and selection process, else someone else hires the new chief executive except for an approval function to meet the letter of the law.

Heavy board involvement is typified by the following:

1. Board prepares the timetable.
2. Board prepares the position description.
3. Board prepares the position announcement.
4. Board defines the screening committee structure and invites group to designate their representative.
5. Board prepares instructions to the screening committee.
6. Board receives and preliminarily reviews applications.
7. Board announces the screening committee and instructs the committee.
8. Screening committee is chaired by a trustee from the board.
9. Board meets with the screening committee, receiving its report and recommendations.
10. Board, or a committee of trustees, interviews the top few best candidates and visits their organization and communities.
11. Board announces its final decision.

When a board does not have the time or other facility to perform this much work, help must be called up. Usually this will be a paid consultant. Of course, further supplemental help in the form of individuals or committees can be called upon.

One of the pitfalls of using a screening committee to the degree that applications go directly to the committee and the board receives only 5 or 6 of the committee's top candidates is that the board misses the overall knowledge of the composition of the applications or the "kind of people that applied". Screening committees have a way of moving the "kind of people they want" into the top 5 or 6 recommendations.

A similar impact can result from the use of a committee early in the procedure to formulate the position announcement, the evaluation criteria and rating scale and to prepare instructions to the committee, only to leave the board with serious regrets in the years ahead.

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Attachment I - Position Description Guide

Introduction

- State position and its primary functions.
- Give main roles such as executive to board, educational administrative leader, financial director, public relations, etc.

Duties and Responsibilities

- Use appropriate sub-headings, such as:

  1. Planning
  2. Policy formulation
  3. Supervision
  4. Research and Evaluation
  5. Community involvement
  6. Consultation

- State (1) what is done and, (2) manner of doing. Give examples if needed for clarity. Stress the effects of decisions, initiative required, work contacts.
- List the percentage of time spent on each sub-heading.

Authority and Limitations

- State latitude of authority and limitations.
- Describe degree and type of supervision received.

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Attachment II - Position Announcement Guide

Invitation

- Position opening, title, location, starting date, selection announcement date and instructions for submitting application (including closing date).

Qualification Requirements

- Education--Minimum degree or equivalent.
- Credentials--Minimum credential.
- Experience--Minimum levels and years of experience.

Professional Capabilities

- Absorption and meeting responsibilities.
- Planning and goal setting (curriculum, instructional development, personnel, finance, public relations, etc.).
- Selection, supervision and development of subordinates.
- Establishing and maintaining effective working relations.
- Directing a fiscal operation.
- Timely and effective decision making.
- Meeting the public and building public relations.

Duties

- Attach the position description.

Salary

- Specific salary or salary range.
- Fringe benefits including amount of paid vacation, etc.

Application Form

- Attach a suitable application form.
- Invite supplements with evidence of professional capability, demonstrated skills, professional growth, honors, interests, hobbies, etc.

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Bibliography on Selecting a Superintendent

This brief bibliography applies to the problem of searching for and selecting presidents and superintendents in community and junior colleges. Care has been given to include a wide variety of procedures leading to the selection decision.

Betty Mage, "The Most Important Function of a Trustee", Community and Junior College Journal, October 1973, p. 15-16. Explains principles and procedures for selecting a chief executive based on the process used at Clark College, Vancouver, Wash.

Don A. Carpenter, "The Role of Non-Trustees in Selecting Presidents", Community and Junior College Journal, June-July 1972, p. 27-29. Reports results from a poll conducted amoung experts on who should make input into the selection decision. Also reports on a survey of 111 governing boards that recently hired new presidents to learn of their process.

Edwin E. Dunmire and Paul J. Quigley, "Getting the Right Man for the Job", Nation's Schools, June 1970, p. 52-53. E.J. 22284. Discusses the interview process. Poses questions for use during interviews. Pertains to unified schools but has value for community colleges.

Charles W. Fowler, "How You Hire Your Next Superintendent Can Foretell How He'll Work Out on the Job", American School Board Journal, March 1973, p32-33. E.J. 77206. Gives a general discussion on the inter-relationship of the selection process and the Board's satisfaction with the new superintendent's performance. Pertains to unified school districts but is of value to community and junior colleges.

C. X. Dowler, "Out to Bag a Superintendent? Here's the Method Tulsa Used to Bring Home a Winner", American School Board Journal, January 1970, p. 29-31. E.J. 12805. Contains the twelve steps used by the Tulsa School Board in searching for and selecting a new superintendent. Pertains to unified schools but has value for community colleges.

_____, "Selecting a New Superintendent", a booklet published by the California School Boards Association and California Association of School Administrators, November, 1970. Gives a detailed step-by-step procedure and includes a sample job application form and employment contract. Pertains mostly to unified school districts but has value for community colleges.

Edwin M. Bridges and Melany E. Baehr, "The Future of Administrator Selection Procedures", Administrators Notebook, Midwest Administration Center, University of Chicago, Vol. XIX, January 1971, No. 5. E.J. 034359. Discusses Equal Opportunity aspects of selection processes and suggestions to insure selection procedures will be ruled legal if tested in court.

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HOW WE COMMUNICATE IN SAN DIEGO!

by
Lou Ridgeway
Member, Board of Trustees
San Diego Community College District

"If I could just get through...," is heard most often, I believe, in education.

And why not--students and faculty alike sigh relief with the sounding of the dismissal bell. It's no easy process, Education.

We're trying to bridge the communications gap at the San Diego Community College District. What follows here was developed for us by Barbara Mitchell, Director of Communications and Government Relations of the Office of Education of the State of Oregon, on loan to us for the summer.

We are the second largest community college district in California, yet the newest. We were part of the San Diego Unified School District until December 1973 when the two districts officially separated and the newly formed Board of Trustees took office. As members of this Board, our first job was to "hire away" Dr. Dale Parnell, who was Superintendent of Public Instruction for the State of Oregon.

Besides this communications program under Mrs. Mitchell's development, we are planning a management study--hopefully to cover a four-year period with Mott Foundation financial support--to make our district a model of management efficiency and to have built-in self-evaluative processes to check our teaching methods and results on a continuing basis. We're being sure not to forget that our first business is teaching, and, if we don't get that job done, neither the management efficiency nor the communication process will make much difference.

But we're confident that efficiency in management and efficiency in education will go together well, though perhaps strange companions for a while.

Have you heard an educator at the teaching level who suggests being stifled by the inability to communicate with administration and is convinced board members are "inaccessible." The communications network is short-circuited in many instances, going up, down, and across the responsibility ladder.

What we really want to do is re-teach ourselves to express ourselves, then develop the communicative channels so that enthusiasm for our work and accomplishments can flow out of us, filling the channels up, down, and across.

And what a good place to begin, in a comprehensive community college district such as ours--four complete colleges, seven adult education centers, skills centers, Navy Prep Programs, etc., involving over 60,000 persons, loosely knit but all serious--very serious--about the value of education; to wit, the average age at San Diego City College is over 27.

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We urgently feel our responsibility for serious problem-solving efforts to meet the seriousness of our students. And the taxpayer, too, has been justifiably concerned for a long time due to rising educational costs accompanied by diminishing enrolment at all levels of education.

Believe me, boards of education all over this nation have their work cut out for them. Let's hope we face up, for no democracy exists without public education--it sets the norm for a nation's people.

Following is the District's Communications Flow Chart. It is similar to some you may have seen in the past, which perhaps did not work too well. But before you decide, read the numbered footnotes corresponding to the flow chart to identify the unique functions of the non-salaried groups of volunteers.

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COMMUNICATIONS FLOW CHART

SAN DIEGO COMMUNITY COLLEGE DISTRICT

SAN DIEGO CITIZENS

BOARD OF TRUSTEES

CHANCELLOR

OPERATION EXECUTIVES

PRESIDENT
City College

PRESIDENT
Mesa College

PRESIDENT
Evening College

PRESIDENT
DESIGNATE
Miramar Regional
Center

DIRECTOR
E.C.C. &
Southeast Adult

DIRECTOR
Adult & Continuing
Education Centers

CENTRAL ADMINISTRATION

DIRECTOR
Management Services

DIRECTOR
Instructional & Student Services

DIRECTOR
Vocational Education

(7) ASSISTANT TO THE CHANCELLOR
Management Studies

EXECUTIVE ASSISTANT TO THE CHANCELLOR
Affirmative Action

DIRECTOR
Special Projects & Legislative
Services

DIRECTOR
Communications Services

ORGANIZATIONAL REPRESENTATION

Faculty Senates
Associated Student Bodies
Classified Employees Association

COLLEGE AND CENTER ADVISORY GROUPS

(5) Adult Centers Community Advisory Councils (6)
(6) Adult Bilingual Advisory Council
(4.1) City College Citizens Advisory Council
(4.2) Mesa College Citizens Advisory Council
(4.3) Evening College Lay Advisory Council
(4.5) Miramar Citizens Advisory County
(2) Vocational Education Advisory Committees (107)

EXECUTIVE COUNCILS

District Executive Council
Admissions & Guidance Committee
Management Services Committee

Ad Hoc Committees (as needed)
(3) Educational Cultural Complex (ECC) Policy Council
(1) Recruitment Advisory Committee

(See footnotes page 18)

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Footnotes for Communications Flow Chart:

(1) New Citizens' Committee consisting of seven persons from each Trustee's district to recruit students for colleges, act as Speakers' Bureau and the Chancellor's eyes and ears. We furnish them business cards, events decals, training in courses and programs, and have audio-visual aids to help them make Community College presentations.

(2) 107 separate Citizens' Committees--one for each program--for example, accounting, welding, etc., to advise instructors and staff on latest "state of the art".

(3) A unique one-stop educational-cultural complex in planning state--a three-way cooperative effort of the San Diego Community College District, City of San Diego, and Model Cities Agencies of H.U.D. The complex is in the disadvantaged area of San Diego.

(4.1 through 4.5) Each major college has a Lay Advisory Committee that meets regularly with college president and staff to help solidify common community goals and develop programs.

(5) A similar Citizens' Committee for each of the seven adult centers. The young-to-senior citizens are served by a curriculum to fill the needs assessment.

(6) This Bilingual Committee to assist in bridging the language barrier for the numerous Mexican nationals immigrating to the United States.

(7) This position is the interface with the Mott Foundation Management Study whereby we aspire to become the subject for a complete analysis covering four years--including an in-depth study of how to teach and evaluate the results.

We're excited about all this--otherwise, we'd be nutty to serve on a Board of Trustees!

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Following is our developing Communications Program.

General Objectives

Broad objectives of a district communications program should be related to the district's expressed philosophy of providing college experience and training for most citizens that is "within reach" geographically, financially, psychologically, and academically. General objectives should be:

(1) To establish and maintain regular systems or two-way communication channels between the district and its publics.

(2) To provide the publics with up-to-date information through these channels on the district's goals, needs, and accomplishments.

(3) To seek attitudes and perceived needs for services, as well as factual data, on various publics of the district.

(4) To involve various publics through participation in the decision-making process.

(5) To stimulate better understanding of the district's role and needs.

(6) To earn public acceptance and support of the district's programs.

Specific Objectives

Shorter-range, more immediate objectives for the San Diego Community College District's communications program for 1974-75 should include:

(1) Opening new channels and systematizing existing ones with the aim of bringing formal and informal communications closer together.

(2) Improving internal communications and staff relations.

(3) Developing identity and image "campaigns" for the district.

(4) Concentrating on identifying and obtaining media coverage for district programs that fit into the "outreach" theme, which parallels many of the budget priorities for 1974-75.

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PUBLICS	COMMUNICATIONS CHANNELS HOW WE REACH THEM	
1. Board members and their constituencies, the citizens	1.1 Board meetings 1.2 Media coverage 1.3 Board dockets 1.4 Board memo from Chancellor 1.5 Advisory groups 1.6 Brochure--Communicating with your Board 1.7 Organization brochure	1.8 Community attitude survey 1.9 Encourage electronic media coverage via codaphone 1.10 Quarterly newsletter from each Board member to his district's citizens 1.11 Goals conferences 1.12 Annual report to various audiences 1.13 Revise Public Relations Policy Statement in Manual
2. Employees a. District managers b. Unit administrators c. Unit faculty d. District classified staff e. Unit classified staff	2.1 District Staff Bulletin 2.2 Communicator 2.3 Staff meetings 2.4 Weekly news clip sheet 2.5 Inclusion on District Executive Council and other committees	2.6 Service awards (presented by Chancellor at annual luncheon) 2.7 Chancellor's newsletter (C-Gram) to managers 2.8 Academy of instruction and report 2.9 Staff handbook 2.10 Orientation session for new employees 2.11 Fall orientation for all staff 2.12 In-service training for public contacts 2.13 Employee suggestion awards (cash) 2.14 Series of "box lunch" discussions with the Chancellor 2.15 Involvement in goals conferences
3. Students a. Day b. Evening c. Adult d. Student leaders e. Prospective students	3.1 Catalogs 3.2 Look, the Future May Be Waiting--brochure 3.3 Orientation session for new students 3.4 Other curriculum, admissions registration, financial aids, etc., information 3.5 Recruitment Advisory Committee	3.6 Students on committees 3.7 Encourage student papers to cover board and use District news 3.8 Involvement in goals conferences 3.9 Newsletter to high school principals & counselors 3.10 Job placement bulletins 3.11 High School visitation
4. Community a. Advisory groups b. Taxpayers' Association and other opinion leaders c. Participants in community service d. Viewers of TV College and TV Classroom e. Listeners to College on the Air f. Civic groups g. Church groups h. Visitors	4.1 Mass media 4.2 Specialized media through mailings primarily 4.3 Inclusion on mailing lists (check) 4.4 Brochure 4.5 Curriculum information	4.6 Update information, specific charge of duties 4.7 Friends of SDCC District 4.8 Feedback devices to evaluate programs 4.9 Involvement in goals conference 4.10 Indentification and signing (improvement) 4.11 Speakers' Bureau 4.12 District information 4.13 Citizen complaint follow-up 4.14 Maps or guides (improvement)

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COMMUNICATIONS CHANNELS (Cont.)

PUBLICS	HOW WE REACH THEM	
5. Media	5.1 News briefs--weekly	5.6 Weekly 15-min. radio program on KDIG (Hal Enger)
a. Newspapers (daily and weekly)	5.2 News releases	5.7 Develop list and send selected releases to national journals
b. Radio	5.3 Board dockets	5.8 Explore public service uses of radio-TV, send monthly list of community service events
c. TV	5.4 Individual contacts	5.9 At end of summer, schedule luncheon with media, Chancellor, presidents, community service coordinators, for feedback and to introduce new Director of Communications Services
d. National education journals	5.5 Codaphone	5.10 Identify features that fit theme of "Outreach" and get coverage from various media
6. Other governmental units		
a. County Dept of Education		
b. K-12 Unified District		
c. Community College Board of Governors & Chancellor & staff		
d. Other community college districts in California		
e. Out-of-state community colleges		
f. State Legislature		
g. State executive agencies		
h. Congressional delegations & their staffs		
i. Federal agencies like HEW		
j. Private foundations		
k. San Diego City Government		
l. San Diego County Government		
m. U. S. Navy--Campus of Achievement (1)		
n. Other military		

(1) SDCC is the "College of Residence" for Navy personnel all over the world. The District keeps their records and awards degrees on program completion.

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I shudder when I think of the threat to our great country which seems to me to be due to a faltering flow of communications between the divergent groups that compose our society. A sadness seems to pervade when the statement, "I am an American," is cast aside for a two-word hyphenated ethnic nomenclature.

So, wish us well in our endeavors for communication--for through this we will reach understanding--realizing at last that we are <u>really</u> brothers.

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PERCEPTIONS OF THE BOARD CHAIRMANSHIP

by
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(Presented at the 5th Annual Convention, Portland, Oregon)

Educational literature is replete with articles, chapters, and reports of discussions about boards of trustees. The functions, responsibilities, and faults with boards are fully covered. But only one statement has been found where an author who sat as analyst, visitor, or member of boards, was concerned enough to address: "An open letter to the Chairman of the Board of Trustees". That person is Paul H. Davis, still a consultant to higher educational institutions. The statement is now over ten years old.

With more than 25 years' personal experience as consultant to educational, cultural and related organizations, we have worked with scores of boards, created them, redesigned them, upgraded them, upbraided them, complimented them, helped them. Further, being a college trustee, I am particularly sensitive to, understanding of, and sypathetic to the plight, problems, and potential of individual trustees and boards as a whole.

We are deeply concerned about how a board is designed to function, how its membership is selected, how it is educated, and how business is conducted. Whether the board of trustees (by whatever name it is called) serves a public or private eleemosynary institution, there are certain characteristics which maintain for all.

A board of trustees, the governing, policy board:

1. is charged by statute authority to 'hold' the institution in trust for the public interest as a not-for-profit corporation to achieve chartered purposes;

2. has financial management responsibility and authority over the entire institution;

3. must select and evaluate their chief executive officer who in turn becomes their manager;

4. must provide the central force for sponsorship and advocacy for institutional stability and security;

5. must set policies for administrators to implement but must not themselves implement;

6. serves as a court of last resort.

Within this framework, the board chairperson is too often recognized only as the presiding officer of meetings, the one with the most time availability, the one

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best to 'get along with the president,' is always listed first in all trustee tabulations and signs papers. Yet, that role by implication and in fact is that of highest public and personal responsibility within the entire institution.

What should be the characteristics of a board chairperson?

First, chairpersons should have demonstrated leadership potential. Intangible though this criterion is, demonstration of leadership capacity is crucial in times of tension as well as when matters are routine. Those who are apathetic or apologetic for their role are as counterproductive as those who are dictatorial. The leadership of a board of trustees requires executive finesse, patience, humility, conviction, and parliamentary skill, fairness, and concern for constructive board functions. The possession of leadership capacity is a talent; its use is a skill.

Second, chairpersons must be interested in, concerned for, and understanding of students of higher education in all its dynamics and nuances. Educational institutions are different from all other organized forms - not the least of which is the intangible non-profit, non-production characteristic. Higher education's "bottom line" is inexact even when playing the 'numbers game' - numbers of students and numbers showing the impact of services. Its feature and force is the creation and stimulation of human capacities to learn, to use minds, to develop skills.

Third, chairpersons must know their institution - its nature, its people, its programs, its problems, its potential. Only then can leadership talent and skills be inspirational and directive for the board and the entire constituency.

Fourth, chairpersons must interpret the forces and issues which may accelerate or deter the institution from realizing fully its chartered purposes. They must prevent insulation or isolation from economic, political, or demographic facts and changes in terms of interpreting institutional response in advance of possible affect on the institution.

Fifth, chairpersons must possess strong intestinal fortitude. They must live with unpopular decisions, recalcitrant presidents, loquatious trustees, difficult problem people - politicians, staff, faculty, parents, businessmen, associations, media personnel. Here is where fairness, respect, and understanding as personal attributes come into play but where spontaneous acquiescence has no role. The temptation to apply personal and official pressures abound. The chairperson serves only as a member of a board not its chief authority. The chairperson is chairperson of the board as a whole, not its sole voice.

Sixth, chairpersons must respect and utilize the structure over which they are chairpersons. Policy consideration and policy making is for the board of trustees. Policies may be recommended by the administration or by the board. But the implementation of policy is the responsibility of the chief executive officer whom the board selects and evaluates. Trustee committee structure must be allowed to function to study policies, proposals, and evaluations and recommend accordingly. Short cuts, except in emergencies, frustrate the intent and practice of committee functions. Further, they in fact disenfranchise individual trustee responsibility and dissuade members from taking their role seriously.

Seventh, chairpersons must be managers and dreamers. They must manage their board and dream of what the board and institution may become in spite of evidences

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to the contrary. Most of the blame for the inability of boards of trustees to manage 1970 and 1980 institutions stems from the inability of boards to manage their own destiny. Successful, dynamic, involved, concerned boards of trustees do not 'just happen'. Their validity and vitality results from conscious management direction. There is less research and study of the trustee motivation and function, perhaps, than any other area of business or eleemosynary organizations. Yet, the responsibility of trustees to perform is firm, legal, and final.

Given these characteristics in abundance, how can a board chairperson better execute his/her leadership responsibility? One answer may be - very carefully. Here some guidelines may be of assistance. These result from our observations in all kinds of institutions with all kinds of problems. Some have implications of a general nature. Some are specific. All are intended to help chairpersons be better chairpersons.

The tenure of chairperson. Some believe that their appointment of election was by Divine authority hence, a life-long commitment to 'fill the chair' results. Not so. The chairpersonship is a human condition. When a person becomes convinced that he is indispensable as chairperson, both he and the institution are in trouble. A new chairperson must be concerned about his successor immediately. They must see to it that others on the board or those who are appointed or elected are of future chairpersonship quality insofar as this is possible. In most educational institutions, no person should remain as chairperson for more than five years. Their real contribution of time and talent usually is expended in terms of that particular role in five years' time. After this term, the chairperson deserves a new role. One year terms do not compliment the holder, the institution, or the public if the board or the institution takes the position of trustee chairperson seriously. The chairpersonship should not become too comfortable, or too mechanical, or too inhibiting for promising new leadership. Society's rate of change in all sectors demands leadership renewal for validity, effectiveness, and response.

Chairperson and President. How should a chairperson relate to a president? Boss-employer? Buddy-buddy? Or protagonist-antagonist? None of these. First, one must try to understand presidents. Some will say this is impossible. Perhaps so. But an understanding of presidents must be tried. Many boards undertake the appointment of presidents with great seriousness, secrecy, and sacro-sanct attitudes. Then, when the candidate accepts and reports, the board abdicates its responsibility and authority allowing the president "to run the darned thing" And so he does. He gets to know the chairperson well if he can. If he can't, the chairperson of the selection committee soon becomes board chairperson. Then all is well for awhile until something goes wrong or the president is attracted elsewhere.

It is interesting for us to note over the years that it takes some presidents about five years to reconstruct a board his way. This, of course, makes for a very comfortable arrangement for the president. But the board is supposed to be responsible for the management of the institution, should be responsible for its own management, and for its manager, the chief executive. What happens results from the fact that the board defaults in its own responsibility to manage itself with assistance from, not direction by, the manager. Hence the board should create its own management vehicle by converting the nominating procedure or creating a Committee on Trustees with broad definition and functions and very,

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very strong trustees as members. The Committee on Trustees should rank second in importance only to the executive committee. It should define the trustee role and function, prepare and update a trustee profile, maintain lists of and research on trustee candidates (even those who may be elected), continually analyze present strengths of members, design the matching of tasks to people particularly for committee assignments, design procedures for trustee enlistment and programs for trustee education. Too, it should be responsible for asking trustees to resign or accept non-active roles. This vehicle then becomes a planning tool, a management tool, and an evaluation tool for the board itself in which both the president and chairperson play a vital role but neither one or the other actually controls.

With this self-management function provided for, the president and chairperson can assume a joint role of institutional leadership: one for policy consideration, adoption, and evaluation; the other for policy implementation. The role of each officer must be carefully delineated and mutually respected.

Trustee Meetings. The president and chairperson should prepare each trustee meeting agenda to be educative as well as legally complete. Each meeting should address thoroughly at least one special subject, feature, event or issue in addition to regular business. Something stimulating and educative should occur at each meeting. Routine reports of officers are always self-congratulatory, never self-immolating, and can be sent in advance. The process of design of such meetings can foster a great president-chairperson relationship. Hence, there should be a conscious, constant effort to share the planning of trustee meetings to be substantive, interesting, and at the same time to allow proper time for generous discussion of critical items. You will be interested in C. Northcote Parkinson's law of triviality, "...the time spent on any item on an agenda will be in inverse proportion to the sum involved (or the critical importance of the item to the institution)". (Parenthesis added by author)

When do trustees have the opportunity to meet alone as trustees; to talk among themselves about strengths, problems, issues; to evaluate policies, procedures or people? The answer is, seldom. Yet, all other adversary and advocacy groups are structured to meet, form their positions, and then descend upon a board of trustees for thoughtful, fair, binding action. Unless the chairperson finds a device - executive sessions, informal meetings, study meetings, trustee seminars- the board as individuals are a pitiful group of concerned, responsible people without a vehicle for preparation, evaluation, or defense.

Just as executive sessions are believed to be critically important, so are open meetings. Some institutions are mandated for open meetings exclusively for the public, media, students, faculty and staff. Most institutions, however, only schedule closed meetings. Those who sit in and sit through trustee meetings find little happening that cannot be shared with other institutional constituencies. Exceptions abound and are recognized, but matters of finance, personnel, and evaluations can be handled by committees, in executive sessions, and in informal sessions appropriate to the issue. Once open sessions are authorized and managed well the former mystery is removed and board members find themselves being the principal attendees. It takes about one year for others to find that boards are peopled by humans and doing their business well, at least as it appears to them.

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Whose policies? While trustees are responsible for policy making, who has ever seen a policy? Not many. Yet, there should be a trustee manual of operation for each board of trustees including policies determined by all previous boards. Minutes need not be scanned for historic validation if a policy manual becomes a standard operating procedure. Who has ever seen the institution's charter or a complete set of by-laws? Not many. Yet, these are the instruments for which each trustee is responsible at law for maintaining. The chairperson should visit with each new trustee and discuss contents of the trustee manual containing all pertinent documents incident to his accepted responsibility indexed and coded for instant retrieval. Such manuals should be at the trustees position during meetings and then left with the institution except for special study.

What kinds of trustees? Whether trustees are appointed by public authority, elected or are self-perpetuating, each institution should prepare and revise annually a trustee position description, a profile of a trustee for their institution, an analysis of the characteristics of present board members, and a profile of the institution as it is today. Each year chairpersons should request the Committee on Trustees to restudy current and future board member requirements. Without such guidelines, the selection of trustees is a happenstance procedure at best. Is it any wonder that one major university with an authorized self-perpetuation trustee body of 36 had 33 attorneys as members? Without such guidelines and analysis, how else can a political leader with appointive responsibility or an alumni board determine and be guided by the kind of volunteer leadership an institution needs? Of course, these authorities may talk with the president in advance or with trustee members, but if the institution does not have its leadership and management requirements thoughtfully and carefully determined, how can they hold others responsible for leadership deficiencies? Most institutions just do not take the time to design their leadership requirements. As a result, they must settle for mediocre leadership, unequal representation of talent and experience, and "nice" leadership without power or leverage to secure their own destiny.

Who educates trustees? Seldom is the individual trustee or the trustee body the object of a specific educative program. Perhaps the time at which he hears the most stimulating story about the institution is when he is enlisted as trustee or begins to serve. Then he is welcomed to this first meeting and the 'sentence' begins. The board chairperson must assure that new trustees and the policy board as a whole have several opportunities to be brought up-to-date about national, regional, and local issues, forces, and changes in higher education.

How can he become responsible or accept responsibility for the public trust he vows to protect? What a lonely, trusting position he occupies! One wonders what the thought process really is after his first official meeting!

The education of a new trustee and the continuing education of all trustees should include these features:

1. Trustee-in-residence. Each new trustee should be required to spend time on campus and in the campus with students and faculty and then officers. He should attend classes, eat with students, visit the library, snack bar, bull sessions, faculty offices, etc. Never should he present himself as a trustee but rather as a new trustee. It's safer. Thus "in the community" he gathers the essence of what the institution is all about in capsule form at least. Trustees must give of their time and such time spent on campus at the beginning of their ten-

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ure is absolutely critical to all subsequent involvement.

2. Trustee Retreat/Seminars. Once each year, trustees and their spouses should spend at least two days in residence away from the campus for a special program of trustee updating. Faculty, students and staff should participate. Exciting and stimulating programs can be designed along with current issues and problems for discussion and participation.

3. Trustee Assignments. Each trustee should be assigned one committee function but not necessarily that which is consistent with his experience, education, or talent. A banker may eventually be placed on the finance committee, but he should first serve on the academic or student affairs committees to find out what the institution is all about.

4. Trustee Homework. First, the trustee should become a student of his institution - its program, its nature, its people, its publications. Next, each trustee should himself subscribe to The Chronicle of Higher Education to keep abreast of all national issues, programs and problems. Next, trustees should be required to attend trustee association and educational conferences at least once early in their tenure. Next, books, publications and articles of importance to the institution should be made available or sent for special information. Finally, reports in advance of all meetings will give each trustee an opportunity to be prepared to participate in meetings constructively and with greater personal comfort.

5. Presidential Newsletter. A periodic brief, Kiplinger-style newsletter from the president to all trustees on all metters pertaining to the college sustains interest without burden.

6. Socialization. Presidents should visit with new trustees in their homes, their offices, and/or their clubs periodically, of course by invitation. But invitations can be stimulated. Each trustee should be visited personally at least annually. Trustees and their spouses should be presidential guests on campus other than at meeting times.

One board of trustees was completely rejuvenated by visiting the board of a sister institution for a joint discussion of mutual interests and concerns. This practice is heartily recommended and can be extended to periodic regional meetings of boards which are of similar institutions as well as those which are of a diverse nature. Trusteemanship should be rewarding at all times and not viewed as a social burden.

When is an Executive Committee? The one function which disturbs more trustees most is, perhaps, the nature and role of the Executive Committee where this committee exists and functions or overfunctions. The use of this committee can become an abuse and a diversion from its original management intent. The executive committee was designed to meet for action between board meetings. It was never intended to replace, supplant, or denigrate the full board operation. The entire board of trustees is responsible at law. Therefore, the executive committee is only one instrumentality for the continuous operation of the board.

No matter should be brought to the executive committee for action without having gone through a standing or special committee for study and recommendation. The

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executive committee should have no special perogatives except emergency action unless it is intended that the executive committee be the board and the remaining members and committees of secondary importance.

The executive committee should consist of all board officers and chairpersons of standing committees to assure committee study of important deliberations. A powerful, over-active executive committee can destroy individual trustee pride and commitment to responsible attention and action. The executive committee can assure that each issue to be presented for full board action be preceded by thorough staff work on all facets of the issue.

Advocacy and Support. The chairperson together with the Committee on Trustees should determine with new trustees how and where new members can exercise influence or advocacy for the institution discreetly and appropriately. Trustees should do more than merely attend meetings. They will if assigned tasks and given responsibility. Trustees should be proud enough of their role to become spokesmen in their spere of influence - professionally, socially, politically, fraternally - as informed and enthusiastic advocates of their college. Beyond council chambers, legislative halls - trustees should seek out platforms and media to 'show and tell' others about their institution. Generally, trustees are an invisible consituency unless they are using the board to run for the next office.

Further, trustees should be the first to provide 100% support to the annual fund programs of their colleges. Because they know what education costs, because they know sources and resources required to meet budget costs, they should be the first, each according to his capacity, to provide a measure of required support needed. Where no annual fund exists, each can provide in some measure for a presidential discretionary fund to meet urgent people and program needs.

How long to meet. Chairpersons are confronted with the problems of scheduling meetings for convenience when not mandated by law. Much of the apathy among members of boards of trustees is inculcated by scheduling of meetings either infrequently or for only short periods. If trustees are so important and so responsible, how come they only meet twice a year for one day, or four times a year over the lunch hour, and then have critically important committee meetings the same day or the day before?

Of course, trustees are volunteers usually occupied by other business and having only limited time for 'community' functions. Could it not be true, however, that if the board of trustees were managed well and meetings truly stimulating and constructive that the busiest of persons would schedule time for this personal fulfillment. Too many boards enlist members on 'it won't take much time' basis. Here the institution and all of higher education suffers.

We need to be honest with ourselves and fair to our institutions and the problems they face - a changing student body, intense and diverse institutional competition, inflation, unionization, mechanization, obsolescence, fewer college age youth, growing aging population, federalization. These are major, current, difficult problems and opportunities. Informed creativity is required for planning, financial options, survival, and/or closure. Trustees must eventually decide. To make wise decisions trustees must be given an honest chance to meet, discuss, study, consider, analyze and recommend final action. Maybe we do not give trustees the chance they expect from a board they expect to be well managed.

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Insulation/Isolation. One complaint most often heard is that trustees do not get all the facts. Poor staff preparation for trustee meetings abound. But there is another factor. Presidents themselves tend to insulate and/or to isolate trustees from full disclosure. For some presidents this may be policy; for others style; for others most unintentional. Board chairpersons have a very special responsibility to assure that the board is as fully informed as humanly possible - even if it takes time.

Presidential Evaluation. Today no board of trustees can afford the luxury of appointing a chief executive officer then sitting back to see how he runs the institution. Not only through executive sessions, but also by the appointment of a special ad hoc evaluation committee should the board seek to assure itself that the institution is being well managed. Through such analysis presidents can be assisted greatly in avoiding mistakes, oversights, and practices which are or may become counterproductive. Too, strengths once identified can be capitalized for even greater good. Self-evaluation through presidential reports is insufficient. The board must assure itself through its own mechanisms that its policies are being carried out through sound management. The board may delegate authority to manage; it cannot delegate responsibility.

Board chairpersons, these are some perceptions, some concerns, some guidelines, some consideration. All result from experience reported and observed. All recommendations are in being somewhere. At no one place can we find all such recommendations. Such is the nature of individualism in our society. We are not all the same, but we can learn from others - and this is what education is all about.

"It is not enough to have great qualities,
we should also have the management of them."
-Robert K. Mueller, Board Life,
Amacom, 1974

Originally presented to a workshop limited to board chairpersons at the 5th Annual Convention, Association of Community College Trustees, Portland, Oregon, September, 1974

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